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TEN MASTER TEACHER AND PROGRAM AWARD PROGRAMS.

BY- KOVACH, EDITH M.A.
CLASSICAL ASSN. OF THE ATLANTIC STATES INC.

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DESCRIPTORS- *CURRICULUM DEVELOPMENT, *CURRICULUM ENRICHMENT, *LATIN, *MASTER TEACHERS, *SECONDARY SCHOOLS, TEXTBOOKS, ADVANCED PLACEMENT PROGRAMS, CORE CURRICULUM, ENGLISH CURRICULUM, EXPERIMENTAL CURRICULUM, INSTRUCTIONAL MATERIALS, FRENCH, GREEK, HUMANITIES INSTRUCTION, URBAN EDUCATION, AMERICAN CLASSICAL LEAGUE,

IN 1966 THE AMERICAN CLASSICAL LEAGUE HONORED THREE TEACHERS WITH ITS MASTER SECONDARY SCHOOL LATIN TEACHER AND PROGRAM AWARD. AMONG THE 32 PROGRAMS CITED FOR RECOGNITION, TEN (INCLUDING THOSE OF THE AWARD WINNERS) POSSESS CLEARLY INNOVATIVE FEATURES. IN BRIEF THEY FEATURE (1) A FIFTH YEAR ADVANCED PLACEMENT PROGRAM, LATIN AS INTRODUCTORY TO ANCIENT GREEK AND ITALIAN, AND TWO INTEGRATED SUMMER PROGRAMS, (2) "LATIN HERITAGE," A PROGRAM FOR INNER-CITY STUDENTS WHOSE LANGUAGE BACKGROUND IS DEFICIENT, (3) AN ORAL-LATIN PROGRAM USING A MULTISENSORY APPROACH AND FEATURING MAXIMUM USE OF LATIN AS THE LANGUAGE OF INSTRUCTION, (4) "EXPLORATORY LATIN," A 10-WEEK PROGRAM FOR EIGHTH GRADERS OF AVERAGE ABILITY, (5) BIENNIAL LATIN PLAYS PUT ON BY AN ENTIRE PRIVATE SCHOOL, (6) "A CAPPELLA SCHOLA CANTORIUM" BLENDING LANGUAGE AND MUSIC, (7) LATIN AS THE PIVOT OF A DOUBLE-PERIOD "HUMANITIES" CORE PROGRAM FOR TALENTED SEVENTH GRADE STUDENTS, (8) LATIN AND FRENCH COMBINED IN AN HONORS PROGRAM--NOT THE USUAL "EITHER-OR" CHOICE, (9) "SPECIAL LATIN" TWICE WEEKLY FOR NON-LATIN STUDENTS WHO WANT THE LINGUISTIC AND CULTURAL ADVANTAGES THAT EVEN THIS BRIEF INTRODUCTION AFFORDS, AND (10) A 4-YEAR LATIN READING COURSE WITH SPECIAL UNITS IN SCIENCE, RELIGION, MUSIC, MYTHOLOGY, AND HISTORY. THE FIRST THREE ARE THE PROGRAMS OF THE AWARD WINNERS, MR. RICHARD T. SCANLAN (EDINA, MINNESOTA), MRS. THOMAS CUTT (DETROIT, MICHIGAN), AND MR. EDWARD WOLL (AKRON, OHIO). THIS ARTICLE APPEARED IN "THE CLASSICAL WORLD," VOLUME 60, NUMBER 2, OCTOBER 1966, PAGES 37-40, 42-44, 46-47. (AUTHOR)

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TEN MASTER TEACHER AND PROGRAM AWARD PROGRAMS*

Part of the aim of the recently bestowed American Classical League Master Secondary School Latin Teacher and Program Award was to publicize the innovations in programs of nominees for that award, in the hope that others might derive inspiration and incentive therefrom.

The majority of programs cited for recognition (a total of 32) use the traditional authors, Caesar, Cicero, and Vergil, as the basic subject matter for second year and beyond, but employ a wide range of ancillary materials (e.g., audio-visual aids of all kinds) and extracurricular activities to enhance and supplement the traditional course. And, of course, the background and peronality of the individual teacher is the most important single asset.

In the collective judgment of the committee of six (Prof. Goodwin Beach, Trinity College, Hartford, Conn.; Sr. M. Bede Donelan, College of St. Teresa, Winona, Minn.; Sr. Mary Columba, S.C.L., Bishop Hogan High School, Kansas City, Mo.; Prof. Edith M. A. Kovach, University of Detroit, Detroit, Mich. (Chairman); Prof. Edward A. Robinson, Rutgers University, Newark, N.J.; and Prof. Richard L. Trapp, San Francisco State College, San Francisco, Cal.) delegated by the ACL Council to conduct the search for candidates and select the final "honorandi," each of the candidates, without exception, merited the title "Master Teacher."

There are, however, ten programs among the 32 considered for the award possessing distinctive features which make them worthy of special attention. Undoubtedly many of these programs depend for their successful execution upon special talent or knowledge of the teacher who has created them, but it is possible that there are others who can profit from a perusal of the program descriptions.

The choice of these ten teachers and programs is a subjective one on the part of the writer, perhaps, but the basic criterion for selection was an affirmative answer to the query "Is this a different approach and does it hold something for others?" The answer was "yes" in the case of these ten, but the limitation in number should not be construed in any way as implying that the other 22 are not most worthy of emulation.[1]

The descriptions of programs which follow are taken from the "Fact Sheets" submitted by the individual candidates and are quoted nearly verbatim: there are occasional abridgements or rephrasings. The comments in smaller print following the descriptions are taken from corroborative letters written by individuals (principals, supervisors, colleagues, former students, parents, *et al.*) who are familiar with the pro-

*Cf. *CW* 60, No.1 (Sept. 1966), p. 4 and note.

1. A brief description of the salient features of all 32 programs is scheduled to appear in *CO*.

C.A.A.S. - N.Y.C.C. FALL MEETING, New York City, November 12, 1966 (see page 41)

grams, and who deserve the courtesy of anonymity.

The first three programs described are those of the three recipients of the award. The other seven follow in alphabetical order.

Mr. Richard T. Scanlan, Edina-Morningside Senior High School, Edina, Minnesota.

There are four teachers in Latin teaching seven classes of Latin I (in the junior high school), four classes of Latin II, four classes of Latin III, two classes of Latin IV, and one class of Latin V.

Accelerated Program: Thirty students who have signed up for Latin I are allowed to take an accelerated program which begins the summer between the 8th and 9th grades. These students are then kept together as a class and again take summer work between the 9th and 10th grades. Thus when they enter grade 10 they are able to continue on through five years of Latin or to begin a modern foreign language (thus getting two years of Latin and three years of a modern foreign language). There are 15 such people in this year's Latin V class.

Latin II: For the major reading of the year, the students generally read selections we have made from the *Gallic Wars*. Two years ago we experimented with the *Civil Wars,* introducing much more Roman history. We may return to this latter work next year and run some joint sessions with the World History classes when they cover ancient history. All of the Latin II students are identified each year so that they can give reports on the ancient world in their world History classes. This year we are experimenting with a new author, Dares Phrygius. His work on the destruction of Troy seems more suitable for second year than Caesar, but it is still too soon to make a final judgment.

Latin III: Texts employed are the following: Paoli's *Ciceronis Filius, Cicero's First Oration against Catiline* (Knoepfle's sense-line version), *Cicero's Pro Archia* (Knoepfle's version), *A Case of High Treason (Pro Rabirio,* ed. Grose-Hodge), *Murder at Larinum (Pro-Cluentio,* ed. Grose-Hodge), a mimeographed selection of mediaeval readings, and a selection from Catullus. An intensive study of the first century B.C. forms the core of the course and is taught every Monday, Wednesday, and Friday. On Tuesday and Thursday we concentrate on grammar (*Latin Prose Composition* by Vincent and Mountford) and on cultural enrichment via reports, lectures, slides, etc.

Latin IV: Most of these students take the Advanced Placement examination, which determines the curriculum—however we try to expand beyond this. With Book I of the *Aeneid* we read the *Iliad* and the *Odyssey;* with Book II we study archaeology; with Book IV we read two or three Greek tragedies; with Book VI we read several of Plato's Dialogues and the *Meditations* of Marcus Aurelius. This is taught only three days a week. On the other two days the students study beginning Italian, with constant reference to Latin and how it changes into Italian. We feel that this aspect of our program helps us keep a number of students. We manage to cover what would be usual in two years of high school Italian. The two Latin IV

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classes are scheduled at the same hour so that classes can be combined for joint lectures and team-teaching.

Latin V: This is an Advanced Placement course. We read selections from Livy, Cicero's *De Amicitia* or *De Senectute,* selections from Horace's *Odes,* and selections from Catullus. This program is presented three days per week. The other two days feature a beginning course in ancient Greek. With Latin students at this level about two years of high school level Greek can be covered.

Total program: Students who begin Latin the summer before they enter the 9th grade have the possibility of five years of Latin (of which the last two years will give them 11 college credits if they do well on the AP examination and go to the University of Minnesota), a thorough foundation in Greek and Roman history and culture, and a beginning knowledge of Greek and Italian.

Latin Club: Club activities run all the way from the traditional Roman banquet and games to political study groups, Latin poetry writing groups, Latin speech writing groups, archaeological study groups, and study groups in ancient religious practices. There is frequent competition, both academic and physical, with the other language clubs. All of this tends to create a spirit of unity among the Latin students which is valuable to have in such a large school. The Latin Club is an essential part of our program.

COMMENTS: ".. . supremely high-powered and appealing and stimulating to the students . . . a multi-track program . . . including speed-up courses in the summer which enable a willing student to pack four years of Latin into two . . . a complete seven-ring circus of activities going on in tandem with the academic program; but unlike such activities in many schools, these all have intellectual value and stimulus built into them."

Eula Gayl Cutt (Mrs. Thomas Cutt), Northwestern High School, Detroit, Michigan.

Northwestern is a comprehensive high school —both vocational and college preparatory. Many students come from the blighted city area and under-privileged homes, both economically and culturally. We are an "inner-city" school and are in the Great Cities Project. The reading level of the September 1965 10B class was sixth grade. We still have a small group of excellent students and there are some honors courses given. Probably about 15-20% continue their schooling after high school. We teach two years of French (seven classes), four years of Latin (13 classes including five in "Latin Heritage"), and four years of Spanish (12 classes.) Northwestern has the highest Latin enrollment of all the public high schools in Detroit.

In September 1964, a new, experimental course in "Latin Heritage" (Latin B1 and B2) was instituted. Since the conventional language courses too often spell failure for our students whose culturally deprived backgrounds and lack of language skills do not give them a chance to achieve academically, many of the traditional ideas, goals, and methods could not serve. The economic and cultural handicaps which surround them breed defeat. At least, since they feel that way, their lack of motivation is our biggest problem. I feel that every child who is unaware of our rich Graeco-Roman heritage which he meets every day should learn about it and feel as much a part of it as the privileged few.

The chief goals of this course are the following:

1. To familiarize the student with some of

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the origins of our civilization, to enrich his knowledge of the Graeco-Roman world and its heritage;

2. To stimulate the student academically—to develop his sense of achievement;

3. To orient him to language study—to strengthen and improve his skills in writing, reading, spelling, and vocabulary study; and

4. To relate this cultural background to his academic and everyday life.

This course is offered to the student who is in the middle group, not the gifted, not the one at the bottom of the ladder, the student who would not normally select a language, the under-achiever.

Outline of curriculum (subject to revision):

Heritage (1): Mythology; Greek background (e.g., daily life, customs, the Olympic Games, Homer, Socrates and Plato, etc.); word derivation (based on words learned in Latin reading material—a difficult concept); study of prefixes and suffixes; grammar (simple Latin: subject, object, verb forms, number, etc.); Latin (counting with Roman numerals, reading, elementary vocabulary—all at a slow pace); theme writing.

Heritage (2): Latin (at a slow pace with lots of repetition); oral reading in Latin and English; Latin phrases and mottoes in English usage; Roman private life; mythology and legends (Roman names of deities, Trojan War, Odysseus, Aeneas, founding of Rome, House of Atreus, Theban legend); mythology in astronomy; history and background of our calendar; theme writing; Greek and Roman contributions to the student's world, related to democratic concepts, art, music, literature, medicine, science, law.

Texts used include *Using Latin, Latin for Americans, Ben Hur* (the adaptation published by Scholastic Book Service), Edith Hamilton's *Mythology,* W. H. D. Rouse's *Gods, Heroes, and Men,* Robert Graves' *Greek Gods and Heroes,* and Olivia Coolidge's *Hercules and Other Tales From Greek Myths* (Scholastic).

Evaluation: From the students' point of view, the course is very successful. They like it. Over 50% selected it as their favorite course. In many cases they earned their first "B" or "A". The goals were set so that if they were motivated they could achieve.

In the second year there were five classes in Heritage (1) and (2). Some 20% of the students in regular Latin (1) and (2) classes are Latin Heritage-trained students. Others chose to begin the study of French or Spanish. A survey at the end of the first year showed that on the whole students' English marks had improved. Several have joined the Junior Classical League chapter. They hold their heads high: "We are studying Latin." We use the talents of students. Last semester they were good in art, so they used this medium.

One of the teachers read from a student theme: "If I were Zeus, I would make everyone study Latin." . . . Now that would solve many problems for the Latin teacher—or would it create chaos? Who knows? At least one fellow has been convinced.

COMMENTS: ". . . Latin Heritage course meets the needs of the students. It is an excellent program which prepares the student for entry into a regular class in Latin or assures a good foundation in English."

". . . a very popular course . . . this is a year course and offers students an opportunity to learn of the many facets of ancient Greek and Roman culture and the manner in which it influences today's world. Many of the students in these classes elect to study Latin afterward."

". . . a new course in Latin to develop an interest in the classics among the under-achievers. . . . From students who have taken that course a sizeable percentage goes on to regular Latin or other foreign language. Most of these students would never have had any exposure to a foreign language otherwise."

"Quantitatively, Northwestern has more Latin students than any other high school in the city . . . The Latin Heritage program, which she created at Northwestern to meet the needs of the non-language students, has been so successful that it should serve as a proto-type for Heritage classes in other schools in the city."

Mr. Edward C. Woll, St. Mary High School, Akron, Ohio.

Two years of teaching elementary Latin to grade school pupils, first on Saturdays and then in the afternoon also, in the Cleveland Catholic Diocese of Ohio under the direction of and using the materials developed by the Rev. Henry A. Gardocki, S.J., had an amazing and convincing impact upon me. The efficiency, workability, and interest of the audiolingual method for both the students and the teacher at the elementary school level convinced me that such a method compatible with the language potentialities of students on the secondary school level must be developed.

To help myself in developing such a program I attended workshops directed by Jesuit Fathers Distler, O'Brien, and Twombly at Loyola University, Chicago. Their approach was audio-

(Continued on page 42)

M T & P AWARD PROGRAMS

(Continued from page 40)

lingual, based on linguistic structure analysis, and concerned specifically with a secondary school level approach.

My work with the grade school classes gives me weekly reassurance that the development of my secondary level program is fulfilling the needs of the modern-day student. Their interest is overwhelming. The students want this method. They want a real language experience and will expend their unceasing and limitless energies to enjoy the realities of a living language situation. Consequently, I have been trying to construct an efficient, economical, and interesting program to fulfill the four basic needs of a real, live, and useful language experience: listening, speaking, reading, and writing.

At present classes are about 85% Latin and 15% English. Latin I is slowly approaching 100% Latin, that is, all explanations in Latin. A typical class format follows: 1. Pattern drill —group, then individually; 2. Reading by teacher; 3. Reading by students—choral recitation; 4. Summary by teacher; 5. Latin questions—depth depends on class level; 6. Immediate reinforcement of correct answer; 7. Class repeats each question and answer three times; 8. Written quiz—2-5 minutes; 9. Assignments for next class

All four years of Latin are conducted via an audiolingual method. Latin I: emphasis on patterns; Latin II: emphasis on individual aspects within patterns; Latin III: emphasis on reading continuous and lengthy narratives; Latin IV: emphasis on reading poetry. The ultimate emphasis of the entire program is on reading—reading with comprehension, reading with enjoyment, reading extensively and intensively.

The long-range goal toward which I am working is: all classes on every level conducted entirely in Latin. Explanations, vocabulary, root derivations, etc. will be in a programmed workbook where English will be tolerated, but with a minimum use. In other words, the classes will be concerned solely with the discussion in Latin of the assigned readings. Class discussion in Latin will be supplemented by pictorial slides shown on an overhead projector. Advanced students will aid in the project (they have already made contributions in the form of transparencies of artistic, though simple, stick-men —with captions in Latin, of course.) A language laboratory will be used to reinforce and supplement student class work. Advanced students will do outside independent reading with self-directed group discussions in Latin (five seniors are presently involved in such an independent study program). The development of this program is an ambitious task. It has to be—to match the needs of our ambitious modern youth.

COMMENTS: ". . . he has been achieving outstanding results with his students in using Latin in the classroom as a vehicle of communication during every minute of the class period."

"Because he was convinced that it was essential to sustain interest in the subject and to obtain optimum communication, neither of which was realized via the translation method, he was anxious to try the audiolingual approach. . . . Our enrollment in Latin has increased while many surrounding school are experiencing a decrease and some schools have dropped it from their curriculum. Mr. Woll's entire class is conducted in Latin. There is constant active participation. The class does oral reading together. He questions individuals in Latin and they respond in Latin. Even his comments and corrections are in Latin. He keeps the class moving at a quick pace and thus holds their interest. He has gradually changed their concept of an attitude toward preparation and study for his class. They assume greater personal responsibility and the results are evident."

". . . the entire class is carried on in the Latin language mainly through a system of questions and answers, thereby teaching the student to *use* the language, not to look upon it as a problem to be solved.

". . . let the facts speak for themselves. When I was a junior, which was the year Mr. Woll began his new method, I was in a combined class of eight juniors and four seniors. This was the entire number of those in the school taking Latin III and IV. This year, as a senior, I am in a combined class made up of *thirty* juniors and the seniors from last year's class. Next year, the third and fourth level will have to be separated because there will be twenty-five seniors and twnety-six juniors! I think these figures reveal, in themselves, the remarkable job Mr. Woll has done to re-kindle interest in Latin by making it a living, breathing language."

Rita A. Bauer (Mrs. Norman Bauer), Benjamin Franklin Junior High School, Kenmore, New York.

Superior students are put into French or Spanish at 7th grade level and continue until at least the end of the 10th grade. The average 8th graders are put into a ten-week Exploratory Latin class to expose them to their first foreign language course. On the basis of this they decide whether they will enroll in a foreign language (Latin, French, or Spanish) in 9th grade. There are approximately 360 who take part in the 8th grade program each year. As a result of this in large measure, there have been a growing number of 9th graders entering Latin I,

French I, and Spanish I and continuing into senior high school.

I have developed my own mimeographed course of study for the 8th grade Exploratory Latin program, along with appropriate audio and visual aids.

The aims of the Exploratory Latin course are to teach the differences between English and other languages (sounds, syllabification, accent, word order, thought patterns, etc.) and, specifically, between Latin and English (inflections to signal meaning, etc.); to show the relationship between Latin and the languages of Western Europe, the history of languages, and the value of Latin as a basic language, as a vocabulary builder. The scope of the course includes three declensions (nominative, accusative, and ablative patterns) and two conjugations in present and perfect tenses, employing a Latin vocabulary of about 100 words. Careful testing enables us to evaluate the students' capabilities in 9th grade written and oral language. There has been a very high correlation between their scores and results in 9th grade, not only in Latin I but in the modern foreign languages. Eighth graders become surprisingly proficient in using Latin orally in answering Latin questions.

COMMENTS: ". . . a strong Latin program in our eighth grade designed to encourage potential classical scholars to elect the study of Latin in our high school . . . the project approach was used for the less verbal, audiovisual aids were made common-place in her daily presentations . . ."

Mr. Oliver Curtis Crawford, The Cate School, Carpinteria, California.

This is a small (135 students, 18 teachers) private boarding school for boys. Many boys entering 9th grade have had Latin in the 7th and 8th grades and can read Vergil in the 11th grade. This makes the Advanced Placement V program possible for the 12th grade.

It is in Latin III (10th grade and terminal for most boys) that the Latin program of the Cate School is distinctive. Since 1938 we have done a Latin play every other year—Plautus, usually. The play is translated during the winter term (this year the *Rudens*); during the spring term it is produced in the Latin meters. Such a production involves the whole school more or less. Teachers' wives are called upon to make costumes; art classes make the masks; manual training classes, various stage props. Non-speaking parts are taken by sophomores and freshmen. Beginners who have earned honors act as ushers and are so acknowledged in the printed programs. The highest ranking senior reads an English prologue before each scene. If the play is the *Menaechmi,* the English classes read Shakespeare's *Comedy of Errors;* if it is the *Aulularia,* the French classes read Molière's *L'Avare;* if it is Greek tragedy, the English translation is studied by the English classes. These plays are great fun for everybody concerned and are given to ever larger audiences. Latin students from neighboring public and private schools and colleges are always invited.

Over the years, since 1938, the following plays have been presented (some more than once): *Menaechmi,* Euripides' *Alcestis* (in Greek), *Pyramus et Thisbe* (a dramatic adaptation of Ovid), a Latin adaptation of Sophocles' *Oedipus Rex* (based on Jean Cocteau's Latin libretto for Stravinsky's oratorio), *Pinocchio* (Maffacini's Latin version of Collodi's classic providing the source), the *Aulularia,* the *Rudens,* a Latin translation of Aeschylus' *Persians* (with a Greek sequence), and the *Mostellaria.*

COMMENTS: ". . . When in 1962 *Time* ran a cover story on boy's boarding schools, Cate's classical plays were cited as the School's distiguishing feature."

". . . There is no doubt that, simply as dramatic productions, these plays have been weel worth the labor and love that have been put into them. But their principal importance lies in their use as an extremely effective means of teaching Latin . . . Perhaps the greatest praise that can be spoken of Curtis Crawford's plays is that they stimulate a genuine interest in the classics."

"The production was literally amazing. The boys spoke their lines as glibly as though they were speaking English and their acting was without restraint. The delightful outdoor stage, the costumes, masks, and wigs involved the participation and enthusiasm of other students and faculty members."

Mr. Robert A. Cullins, Robert E. Lee High School, Midland, Texas.

This large public high school offers, *inter alia,* a unique course in the "History of Western Thought," a survey philosophy course. The fine four-year Latin program has an exceptional feature, the "A Cappella Schola Cantorum" composed of 20 selected Latin students under the direction of their Latin teacher. Drawing its repertoire from different sources, the *Schola Cantorum* offers usually about 10 songs and four Gregorian chants. We have found it advisable, during a program (before clubs, P.T.A.'s, and other interested groups), to preface each song with an English translation. Since "multa milia passuum" must be covered in class during the year, the *Schola Cantorum* usually practices on Sunday afternoons.

When all the reasons for taking Latin have

been hashed and re-hashed, when every attack upon the classics has been spiritedly repulsed, Latin music can be a *stella polaris.* Herein are preserved for us some of the most noble, most profound concepts found in any language, concepts that should be discovered and cherished by every truly educated person.

In Latin I so much time must be given to declensions, conpugations, voice, and other syntactical briar-patches that very little is left over for a study of Latin music. Latin II, however, offers many new horizons. The *Latin for Americans, Second Book,* in common use in Texas, contains the usual topics of study. Particularly significant, however, are the selections that conclude the book: a valuable potpourri of Ovid, Vergil, and Catullus, and, finally, both mediaeval prose and poetry, the latter a "natural" for musical expression.

This is the teacher's opportunity. With the *Stabat Mater* as an introduction, for instance, it is a simple matter to prepare mimeographed copies of the texts of Latin compositions (or put them on the board) and play the recordings in class. From such well-known selections as the "Sanctus" from Gounod's *St. Caecilia Mass* and Mozart's *Ave Verum,* one can proceed to the more profound and lengthy works which are accepted classics. The two especially successful in the program at our school have been Bach's *Magnificat* and Mozart's *Requiem.*

Occasionally Latin music may be most rewarding in focusing a student's attention upon passages that he is reading, e.g., Josquin des Prez' musical arrangements based on the *Aeneid,* Book IV: the personification of Rumor and the final lament of Dido.

On the other hand, some students have been inspired by their reading to compose music based upon it for the *Schola Cantorium.* One young lady, studying mediaeval poetry, was especially charmed by the "Ecce Gratum et Optatum," a short mediaeval lyric poem in *Latin for Americans, Second Book,* and composed what has become a standard item in our repertoire. Another student received his inspiration from a classroom copy of the Vulgate, and his song continues to be sung by the *Schola Cantorum.*

"Non omnis moriar"—"I shall not altogether die." And there is surely no better way of preserving much in Latin that should not die than by music.

COMMENTS: ". . . Latin became a living language to me through the Latin 'A Cappella Schola Cantorium,' in which many of his students participate; through the Masses of Mozart and Bach, which we were required to translate before being allowed to hear . . ."

"The choir itself has contributed greatly to our total school program by holding the interest of students in Latin through their third and fourth years. It has also provided a challenging cultural experience for many students who do not participate in other musical groups and competitive activities such as forensics and athletics. Furthermore, it has focused the attention of the school and the community on a part of the school program which is usually considered musty, dull, and esoteric. In a more abstract sense, it has recreated for many students some of the vigor and vitality of a language often comprehended as a series of dull and anachronistic exercises."

". . . The *A Cappella* is unique in this part of the nation and has been extremely successful."

Mrs. Bonnie M. Kingsley, Branciforte Junior High School, Santa Cruz, California.

This is a two-year junior high school, including grades 7 and 8. Latin is taught to one class of somewhat academically superior seventh graders, as a part of "Humanities." The texts are *Using Latin, Book One,* library selections in mythology, history, culture, literature, archaeology and art, drama, as well as paperback "sets" of drama, poetry, and fiction.

Latin is a part of our "Humanities." The design of the program has evolved over a four-year period. Latin forms a sort of stable pivot for the entire program. Materials employed include everything we can discover in linguistics. The spirit of the Latin readings is that of a young Roman receiving Greek culture and passing it on to the western yorld.

These children are full of "Why?" about all of language. I am full of conviction that there is no conflict between classical language and modern language, that they are equally joyful to the intelligent student. We do try to think constantly in terms of aural-oral transmission of languages.

The program is too young to assess results. I should like to get in some licks for the fun and value of the study of classical languages: in particular, we explore possibilities of careers in related fields, such as archaeology, history, linguistics, as well as in languages.

Students with the highest facility for language study work quite independently once they have demonstrated their ability to do so, although help is always available to them. About two-thirds of the class proceed more slowly; I teach more "traditionally" to them, in that I explain more steadily. We use linguistic terminology (such as "morpheme" and "allomorph")

as much as possible. We try to develop the habits of thinking etymologically and [aim at an] understanding of the relationship between Latin and rational vocabulary in other disciplines. Since we are Californians, the transmission of Latin culture is easily understood.

Goals? That they should like, understand, and value Latin, languages, and their own language.

[Mrs. Kingsley further describes the total Humanities program in a lively, lilting, inspiring article, "Humanities in a Junior High School," in the March 1966 issue of *Foreign Language Newsletter,* pp. 11-13, published by the Foreign Language Association of Northern California.]

COMMENTS: ". . . The class is outstanding in regard to the fact that Latin is used as a bridge to both modern language and classical Greek and Roman Mythology. The students in this program are extremely enthusiastic. They have produced Greek plays, built models, written poetry, visited nearby colleges, had guest speakers and otherwise assumed an active role in their own education . . .

"This program is the heart of our gifted program and is becoming a model for our district-wide program for enrichment classes. Latin is still offered in the high school and will continue to be as long as enthusiastic students from this program attend."

"The Latin program is taught as a part of a once vital culture. It is used as an extension of the philosophy, art and science of the period . . . This program has been an excellent addition to an otherwise weak and dull foreign language program. The emphasis on Greek and Latin culture has enriched the regular Social Studies program."

"This double-period program includes exploration of classical literature, linguistics, Latin-English, and the humanistic ethic and culture."

Mr. Donald L. Riddering, Cooley High School, Detroit, Michigan.

Cooley is a large, comprehensive high school, offering four year programs in French, Latin, and Spanish.

Within the general program of a four-year Latin program with the usual authors, we also have a group of 30 students involved in a special honors program. During a workshop to devise an Honors Program for Cooley High School in several subject areas, the following program for Foreign Language was developed:

Goal: to provide for selected pupils an opportunity to study *both* Latin and modern foreign language, realizing that both experiences should be a part of a superior liberal arts training.

Format: Those youngsters selected by the junior high schools for this program as excelling in ability and performance in Latin continue with second year Latin three days per week while they have beginning French the other two days. The students are expected to cover the regular requirements in Latin without actual acceleration and receive full credit at the end of the semester. They also receive full credit in French at the time when they complete the usual requirements for semester units, covering usually about one and a half semesters during the year. We have a comparable group of French students who continue with second year French on a three-day schedule and study beginning Latin on the other two days.

In this way our superior foreign language students are given the opportunity of studying two languages without being compelled to resort to the two-year sequence. Our four-year Latin students will have read Cicero, Ovid, and Vergil and will have an excellent start in French.

We have tried to remove that terrible choice of *either* Latin *or* a modern foreign language. It should be both!

COMMENTS: ". . . an Honors Program in our Language Department where our students take both Latin and a modern language on an alternating schedule without a loss of time and with a minimum amount of effort."

Mr. Arthur L. Spencer, Reading Memorial High School, Reading, Massachusetts.

In addition to a regular four-year program in Latin, we offer two classes in "Special Latin" to 70 students from grades 10-12, representing all ability levels. Each class meets twice a week for 40 minutes and gives 2½ credits. Our texts are Edith Hamilton's *Mythology* and original or non-copyrighted material collected from various sources and reproduced for the students.

"Special Latin" was developed as a result of a request from the high school teachers in all departments that "more students have the chance to be exposed to the study of Latin." These same teachers felt that "those students who had studied Latin had a great advantage over all other students."

These classes are taught the basic of Latin—declensions, conjugations, etc.—in order to understand its inflectional nature. In addition, such things as subjunctive, participles, relative pronouns, infinitives—anything which might be difficult to understand in a purely English situation but which can be related to modern foreign language study—are included. Every grammatical principle learned is selected for

its similarity or dissimiliarity to modern foreign language.

All Latin prefixes and suffixes are learned. Latin roots are then presented and in the course of this year the students will, we hope, have increased their vocabularies and learned how to figure out the meanings of many new words.

They are taught the "Art of Translation," how to move from one language to another, a skill which can be used with any language. The Latin material to be translated is, for the most part, original, the words carefully chosen for their relation to English. No vocabularies are given. Edith Hamilton's *Mythology* is read and discussed for content mostly, with some reference to underlying philosophy. Most of the translation mentioned above is related to this mythology.

I feel that the course has been a success. I am working with youngsters of all abilities and I must give something of value to all of them. I don't feel the pressures of grades and college boards as in other classes, so we all relax, have a good time, and learn something of lasting value. There is a request for Special Latin II next year, but I feel that I would prefer to improve the present course with the addition of Greek prefixes and some Roman history.

COMMENTS: ". . . a course in Special Latin which meets two periods each week and which accommodates about seventy pupils who might otherwise pass through high school with no exposure to Latin."

". . . has greatly enriched our curriculum by permitting more students to derive rather basic benefits of Latin without committing themselves to study in depth."

Mrs. Shirley F. Woods, Livermore High School, Livermore, California.

After the first year (which is a basic grammar and vocabulary course, plus enrichment materials), the Latin course consists of self-contained units prepared for various ability levels. Each unit is useful, interesting and has attainable, easily visualized goals. On the other hand, each unit is a part of a larger whole, so that a continuing course of study can be had in three levels, corresponding to the last three years of Latin study.

The program emphasizes the reading of Latin literature along with word and vocabulary studies which lead to a better understanding of many subject matter fields. There is no textbook available, so we have had to develop our own course, and the students use as their text mimeographed materials which include reading passages, exercises, grammar lessons, notes, and vocabularies.

Whenever possible, the course is correlated with other subject matter offered in the school. The scientific Latin correlates with biology in the second year; chemistry, biology, and physiology in the third; and physics and physiology in the fourth. Latin is related to work in music (music history), English (mythology), social studies (ancient history in sophomore year, government and civics in fourth year), and Humanities.

Sample units in Scientific Latin include Level I: "Latin as Used in Medicine," with selections from Apicius, Martial, Celsus, and Horace, anatomical terminology, and common abbreviations in pharmacy; Level II: "An Introduction to Scientific Latin and Greek," including the language of botany and biology, introduction to Greek roots and the Greek alphabet, and selections—as always unabridged and unaltered—from the two Plinies, Cato, Varro, and Lucretius; and Level III: "Latin the Language of Science," based on the Renaissance and including readings from Celsus, Isidore of Seville, Galileo, Harvey, Newton, Kepler, and Linnaeus.

There are similarly broad programs on three different levels in the areas of "Latin as the Language of Religion," "Linguistics and the History of Language," music, and other general subjects in the humanities.

[Mrs. Woods is the author of several articles which develop and enlarge upon ideas and practices hinted at above, e.g., "Humane Approach to High Sschool Latin" in *Journal of Secondary Education,* Vol. 39, No. 1 (January 1964), pp. 32-35; "Teaching Literature in the Original Language," *The Educational Forum,* May 1965, pp. 443-449; "Methods Used to Present Humanities by a Teaching Team" (with Gerald H. Stunkel), *Journal of Secondary Education,* Vol. 39, No. 4 (April 1964), pp. 166-171; "Teaching Scientific Latin in the High School Latin Class," *Classical Journal,* Vol. 60, No. 5 (February 1964), pp. 208-210; and "Experiences in a High School Course in the Humanities" (with Gerald Stunkel), published in mimeographed form by the Livermore Joint Union High School District, Livermore, California, in November 1965.]

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